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Maija Salminen

NEW PRODUCT DEVELOPMENT

CASE COMPANY: STUDENTUM.FI



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Ohjaaja: Laura Heinonen

Maija Salminen

UUDEN TUOTTEEN LANSEERAUS

Tutkimus tehtiin kohdeyritykselle Studentum.fi. Studentum on online-markkinointiyritys, jonka visiona on auttaa ihmisiä ympäri maailmaa löytämään heille sopiva koulutus. Tämä tapahtuu Internet-sivustolla, joka yhdistää opiskelupaikkaa etsivät sekä koulutusten tarjoajat. Suomenkielinen sivusto www.studentum.fi esittelee peruskoulun jälkeisiä koulutusvaihtoehtoja. Uniikin hakukoneen ansiosta koulutusten etsiminen ja vertailu on helppoa.

Tutkimuksen tarkoituksena oli selvittää, kannattaako Studentum.fi:n lanseerata markkinoille uusi tuote vai ei. Tämä uusi tuote olisi maanlaajuinen koulutuskiertue. Kahden eri kyselyn avulla selvitettiin, minkälaisia ajatuksia koulutuskiertue herätti kahdessa eri kohderyhmässä. Ensimmäinen kohderyhmä koostui Suomen 40 suurimman lukion opinto-ohjaajista, joiden lukioissa koulutuskiertue vierailisi. Toinen kohderyhmä koostui kohdeyrityksen 80 asiakkaasta, jotka mahdollisesti käyttäisivät koulutuskieruetta yhtenä markkinointikanavanaan.

Kyselyn tulokset osoittivat, että niin opinto-ohjaajat kuin asiakkaatkin näkivät koulutuskierueen hyödyllisenä ja mielenkiintoisena. Opinto-ohjaajista 78 prosenttia kertoi, että koulutuskierue kuulostaa hyvältä idealta ja kiertue voisi vierailla heidän lukiossaan. Asiakkaista 70 prosenttia vastasi kiertueen vaikuttavan hyödylliseltä markkinointikeinolta ja näin ollen he saattaisivat lähteä mukaan kiertueelle markkinoimaan koulutuksiaan.

Tämän tutkimuksen pohjana on käytetty teoriaa uuden tuotteen lanseerausprosessista. Ottaen huomioon kyselyjen tulokset, tutkimuksessa käytetyn teorian sekä teorian soveltamisen kohdeyritykseen selvisi, että Studentum.fi:n kannattaa tuoda uusi tuotteensa markkinoille.

ASIASANAT:

Uuden tuotteen lanseerausprosessi Uuden palvelutuotteen lanseeraus Tuotteen elinkaari

BACHELOR'S THESIS | ABSTRACT

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Instructor: Laura Heinonen

Maija Salminen

NEW PRODUCT DEVELOPMENT

The study was conducted on behalf of the case company Studentum.fi. Studentum is an online marketing company whose vision is to help all students around the world to find their education by connecting schools and students worldwide. Their Finnish internet website www.studentum.fi is devoted exclusively to higher education, where students from Finland can browse through a large range of courses and programmes offered by educational institutions.

The purpose of the study was to find out if the case company should bring a new product into the market. The new product would be a study tour. By conducting two separate surveys, the aim was to find out what the two different target groups think about the possible study tour. The first target group consisted of the study counsellors of 40 largest high schools in Finland. The other target group consisted of 80 customers of the case company.

The results of the surveys indicated that both the study counsellors and customers found the tour useful and interesting. All in all, 78 % of the study counsellors replied that the tour sounds like a good idea and they would like the tour to visit their high school. 70 % of the customers answered that the study tour seems like a useful way to market their school and therefore they would possibly take part in the study tour.

In this thesis, theory behind new product development process was researched. The different stages of the process were explained and examined carefully. Taking into consideration the theory and its implementation for the new product development process of the case company, and the results of the two surveys, it was found out the company should bring their new product into the market.

KEYWORDS:

New product development process New service development Product life-cycle

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Figure 5. Wishes about the content of the study tour (Customers)

1 INTRODUCTION

1.1 Background

I am currently working as a web editor for the case company Studentum. I heard about this company for the first time when I was searching for an internship place in the autumn of 2010. On the job website jobstep.com I saw an advertisement of Studentum. In the advertisement, they were searching for a web editor intern to their main office in Stockholm. I ended up applying for the position and after an interview in November 2010 in Stockholm, I got the job and started working for Studentum in January 2011. When my work placement was getting close to its end, my boss told me that they want to me continue working for them as a permanent employee. When I agreed, we started discussing that I could also write my thesis for the company during autumn 2011 and spring 2012.

The topic for my thesis came as a suggestion from my boss. Studentum Sweden has been organizing a study tour for ten years now. The study tour is a tour where representatives of Studentum travel around Sweden with a car for three months and visit the biggest high schools of the country. In addition to the high schools, they also visit study fairs and other study events. My boss had started to think if a similar kind of study tour could also work well in Finland. After all, Finland and Sweden are very similar countries. Therefore, the idea of my thesis was to make research about this study tour and find out whether or not it would work in Finland and if there was interest towards it.

I found the topic very interesting and that is why I decided to choose it. I liked the fact that the topic was very practical. Depending on my research results, Studentum.fi would either start or not start the tour.

Studentum is a marketing channel for schools and other educational institutes. In addition to the basic publication on www.studentum.fi, customers, i.e.

schools, can choose to buy extra services that will make them more visible for the people searching for educations. Front-page presentation, newsletter spot, direct marketing letter and a student interview are all examples of these extra services. The study tour would also be an extra service, as customers could choose to buy a spot in the tour and that way market their school even better. Therefore, the study tour is a new product for Studentum.fi. That is why the theoretical part of my thesis will concentrate on new product development.

1.2 Case Company

Studentum is an online marketing company whose vision is to help all students around the world to find their education by connecting schools and students worldwide. Their Finnish internet website www.studentum.fi is devoted exclusively to higher education, where students from Finland can browse through a large range of courses and programmes offered by educational institutions. (Studentum.fi [referred to 15.2.2012]).

The mission of Studentum is to help schools to attract and recruit new students. Today Studentum is the market leader for educational marketing in Northern Europe. One of Studentum's customers is Turku University of Applied Sciences.

Studentum's main objective is to provide those seeking advice regarding higher education with the information they require in an accessible, fast and straightforward way. The core of the website is its unique search engine function, where you can browse programs and schools categorized by subject, location and the level of education. Studentum's aim is to assemble all higher education in one place, ranging from high schools and vocational schools to bachelors and master's degrees.

Based in Stockholm, Studentum has operated equivalent sites and services for the Scandinavian market since 2001. Today the Studentum group consists of approximately 110 employees. Altogether, over two million visitors use Studentum's search engine each month. At the moment, Studentum works in

Sweden (studentum.se and gymnasium.se), Norway (studentum.no), Denmark (studentum.dk), the Netherlands (studentum.nl), Finland (studentum.fi) and globally (educations.com). Studentum is part of Educations.com Media Group, which consists of Studentum AB and their sister company Find Courses Global AB.

The head office of Studentum can be found in the large, bright rooms at Blasieholmen, in the city center of Stockholm. There are also local offices in Helsinki, Oslo and Copenhagen. Half of all employees come from countries other than Sweden. The personnel consist of the Information Department, the Sales Department and the Engineering Department. The Information Department creates all the texts to the web sites and makes sure that the texts are well SEO-optimized. The Sales Department is responsible for all the sales and contracts between the company and its customers. The goal of the Engineering Department is to keep the sites up, fix all errors, and make the sites technically better. (Educations.com Media Group; Educations.com [referred to 15.2.2012]).

Studentum is a young, international and fresh company. The average age of the employees of the company is about 30 years. The core values of the company are Results, Professional, Innovative, Teamwork, Joy and Commitment. As an employee of Studentum, you are part of a team that creates something unique and with great success continues to grow and enter new markets. A young entrepreneurial spirit guides the company and so far, Studentum has grown significantly every year. Each year the Swedish financial newspaper Dagens Industri gives out awards to the fastest growing and most profitable Swedish companies. Studentum has received this Di Gasell award for 3 years in a row, which means that it is a fast growing and successful company. (Dagens Industri [referred to 10.11.2012]).

Studentum faces some competition in the markets they operate. In the Dutch market, they have the highest number of competitors. In the Swedish market, Studentum also faces some competition. The newest big competitor is an educational website allastudier.se, which is run by the newspaper Metro.

In Finland, the situation is quite good for Studentum.fi. There is only one real competitor with the same business idea. This competitor is called Opiskelupaikka. They run a similar type of website, opiskelupaikka.fi, where they help people to find educations. That is also a place for schools to market their educations and courses. However, in addition to the website, Opiskelupaikka has some other businesses as well. They for instance produce and print marketing material for their customers. So far, Opiskelupaikka has not really been able to cause any harm for Studentum.fi. They have some common customers, but also some customers have switched from Opiskelupaikka to Studentum.fi.

In addition to Opiskelupaikka, Studentum.fi has a couple of other competitors in the Finnish market. These sites are called Koulutusnetti and Opintoluotsi. However, these educational websites are not run by private companies but by the Finnish National Board of Education (Opetushallitus) and the Ministry of Education (Opetus- ja kulttuuriministeriö). These websites share information about all the schools and educations in Finland, but in a very formal and simple way. (Opintoluotsi; Koulutusnetti [referred to 20.5.2012]).

The idea on Studentum.fi is that the information is shared in a user-friendly and interesting way. In addition to the basic school information, there are many student interviews and school presentations that give the readers a better idea of how studying in a particular school is really like. What is more, users can also read and leave reviews about schools, discuss on a study forum, ask questions, read blogs and so on. Therefore, Studentum.fi is a very different kind of study portal compared to Opintoluotsi or Opintonetti, and that is why these public sites are not straight competitors for the case company.

1.2.1 Study Tour

Studentum Sweden has been organizing a study tour for ten years now. They call their study tour Studiestartsturné. They organized the first study tour in 2001 and have organized the tour twice a year ever since. Each time the tour

lasts for three months. During the tour, representatives of Studentum travel around Sweden with a car and visit the biggest high schools of the country. In addition to the high schools, they also visit study fairs and other study events.

The visits are free for the high schools and the purpose of the visits, in addition to help students to find their education, is to make Studentum and its customers more known. To make the study tour economically profitable, each time 20-30 customers buy a spot from the tour. This means that these 20-30 schools use the tour as one of their marketing channels. During the tour, Studentum will market these schools on a stand by giving out their brochures and flyers and telling students more about them.

1.3 Purpose of the Study and Research Questions

The purpose of the study is to research the theory behind the process of new product development. The different stages of the process are explained and examined carefully.

In addition, some other new product development models and the product life-cycle are studied. Service innovations and new service development are also introduced shortly.

The study is conducted on behalf of the case company Studentum.fi in order to find out if they should bring a new product into the market. The new product would be a study tour. By conducting two separate surveys, the aim was to find out what the two different target groups think of the possible study tour. The first target group consists of the study counsellors of 40 largest high schools in Finland. I want to find out if the study counsellors know about the case company, and what do they think of the study tour. What is more, I want to know what they would like the study tour visit to include. The other target group consists of 80 customers of the case company. I want to ask them how the idea of the study tour sounds to them and if they see it as a good marketing tool.

Based on the findings of my research, the case company will choose if they will bring the new product into the market or not.

In this thesis, I want to find out the answers to the following research questions:

1. What stages are there in the new product development process and which of these stages can be applied in the new product development process of the case company?
2. Do the study counsellors of the biggest high schools in Finland and the customers of the case company find the study tour interesting? Why or why not?
3. Will I recommend the case company to bring the new product, i.e. the study tour, into the market?

1.4 The Structure of the Thesis

In the second chapter of this thesis, the theoretical frameworks are introduced. These theoretical frameworks include the new product development process and the product life-cycle.

In the third chapter, the methodology choices are presented. The methodology choices include decisions about the research methodology, research design and data collection.

In the fourth chapter, the empirical analysis of the research can be found. This chapter is divided into two parts. The first part introduces the research findings of the study counsellor survey whereas the second part introduces the research findings of the customer survey.

The fifth and final chapter is the conclusion of the whole research, and it combines the theory with the research findings. The fifth chapter also collects answers to the research questions of this thesis. Based on the information that

was found out in this study, some recommendations for the case company are given.

2 THEORETICAL FRAMEWORKS

Before starting to discuss about the process of new product development (NPD), it is useful to define the term “product”. There are actually many different definitions for a product. According to Payne (1993, 124), a product is an overall concept of objects or processes which provide some value to customers; goods and services are subcategories which describe two types of product.

Another definition of a product is that products are the means by which organizations seek to satisfy consumer needs (Palmer 2001, 11). Irons (1997, 32) has a similar kind of definition: Product is a solution to a need. Instead of seeing a product as a specific, non-reactive object to be sold, it should be seen as a solution to the customer’s problem.

Armstrong and Kotler (2005, 223) define product as anything that can be offered to a market for attention, acquisition, use or consumption and that might satisfy a want or need.

2.1 New Product Development

A classic growth pattern is to utilize marketing or distribution strength by adding compatible products that share customers with but are different from existing products (Aaker 2005, 251).

Consumer’s taste, technology and competitions change rapidly. To stay successful, companies must develop a steady stream of new products and services. (Armstrong & Kotler 2005, 264.) Palmer (2001, 192) has identified some typical circumstances when new products may be necessary.

New products may be sought to preserve sales levels, if company’s major product has reached the maturity stage and might be moving towards the decline stage.

Sometimes new products or services may be developed as a mean of utilizing spare capacity. In some cases, new products can help to balance company's existing sales portfolio and thereby diminish the risk of dependency on only a few products offered within a range.

In order to retain and develop a relationship with its customers, company may be forced to launch new products to allow it to cater for customers' diverse needs. One more reason for companies to come up with a new product can occur as a result of a competitor leaving the market. Then an opportunity may rise for a company to satisfy unmet needs with a new product.

There are two ways how a company can obtain a new product. One way is through acquisition. It means that a company buys another company, a patent or a license to produce someone else's product. The other way to obtain a new product is through new-product development. Armstrong and Kotler (2005, 264) define new-product development as "the development of original products, product improvements, product modifications and new brands through the firm's own R&D efforts".

Innovation can be very risky for companies and new products tend to fail often. It has been estimated that no more than 10 percent of new products are still on the market and profitable three years after the launch. There are several reasons why so many new products fail. These reasons are for example that the market size may have been overestimated, the actual product was not designed as well as it should have been or the product was positioned incorrectly in the market. What is more, in some cases new products fail because the product was priced too high, the product was advertised poorly or the costs of the product development were greater than expected. One more reason why a new product may fail is simply that sometimes competitors fight back harder than expected.

In order for companies to develop successful new products, they must understand their customers, markets and competitors and develop products that deliver superior value to their customers (Armstrong & Kotler 2005, 265). They

must have a strong new-product planning and a systematic and effective new-product development process in order to find and grow new products. “Research has indicated that a systematic process of development helps to reduce the risk of failure when new products are launched” (Palmer 2001, 194).

Although a variety of different procedures have been proposed and implemented, they all tend to have the common themes: beginning with as many new ideas as possible and ending with a tested product idea that is ready to be launched (Palmer 2001, 195). According to Armstrong and Kotler (2005, 265), the new-product development process consists of eight major steps:

1. Idea generation
2. Idea screening
3. Concept development and testing
4. Marketing strategy development
5. Business analysis
6. Product development
7. Test marketing
8. Commercialization

In practice, though, many of these chronological stages are compressed so their timing overlaps with the other stages (Palmer 2001, 195).

2.1.1 Idea Generation

The whole process of new-product development starts with idea generation. Idea generation is the systematic search for new-product ideas. In order for

companies to find a few good ideas, they often need to generate many ideas first. It has been said that “for every 1000 ideas, only 100 will have enough commercial promise to merit a small-scale experiment, only 10 of those will warrant substantial financial commitment, and of those, only a couple will turn out to be unqualified successes.” (Armstrong & Kotler 2005, 265.) This means that a company must come up with hundreds or even thousands of new ideas to finally have a few successful new products.

Companies have two kinds of sources from which they get ideas for new possible products: internal and external sources. Internal idea sources mean those ideas that the company finds through research and development, using the help of their own staff. Some companies actually encourage and allow their employees to think and develop new product ideas by using up to 15 percent of their working time to projects of personal interests. Sometimes these projects benefit the company directly, sometimes not.

Most common internal source of new product ideas is the marketing department. They have a constant contact with both customers and competitors and therefore they have all the market information on their hands. (Easingwood 1986, according to Palmer 2001, 195.)

External idea sources include for instance customers, competitors, distributors and suppliers. Palmer (2001, 195) states, that customers can be an important source of new product ideas and therefore a study of the interaction between the company and its customers may be worth while. For example, by watching and listening to their customers, companies can come up with great new-product ideas. Conducting surveys will help companies to learn about their customers' needs and wants and analyzing customers' questions and complaints can lead to new good ideas.

Sometimes consumers create new products and use them on their own. Companies can benefit by finding these product and taking them on the market. What is more, some companies even give their customers the tools and resources to design their own products. This way companies can figure out

exactly which kind of products their customers want. When getting the idea from their customers, it is then easy for companies to manufacture the new product. Therefore, “using customers as innovators has become a hot new way to create value” (Armstrong & Kotler 2005, 276.)

However, companies should be careful and not rely too much on the customer input when developing new products. This is because for some products, customers do not necessarily know what they need. For example with highly technical products, customers should be asked what they want a product to do for them rather than asking what the product itself is.

In addition to customers, competitors are also a good source of new-product ideas. Companies see through advertisements what their competitors are doing and what kind of new products they have come up with. By taking a closer look to the competitor’s new product, they can then choose if they want to bring out a new similar kind of product themselves.

Companies can get good new-product ideas also from their distributors and suppliers. Distributors are close to the market and that way will know and pass along information about consumers’ problems and new-product possibilities. Suppliers, on the other hand, can tell companies about new concepts, techniques and materials that can be used to develop new products. (Armstrong & Kotler 2005, 267.) What is more, external idea sources can also be for example trade magazines, shows and seminars.

2.1.2 Idea Screening

A company has created a large number of ideas in the idea generation stage. The purpose of the following stages in the new-product development process is to reduce the number of ideas. The first idea-reducing stage is called idea screening. According to Armstrong and Kotler (2005, 270), the purpose of the idea screening stage is to screen new-product ideas in order to spot the good ideas and drop the poor ones as soon as possible. This is because the product

development costs rise greatly in the later stages. Therefore, companies want to get rid of the bad ideas and continue the process with the good ones that can turn into profitable products.

In the idea screening, companies go carefully through the ideas: the product, target market, competition, market size, product price, development time and costs, manufacturing costs and the rate of return. To make the screening easier and more effective, many companies have a certain criteria and well-designed systems for rating and screening new-product ideas in order to quickly compare all the ideas and reject those that they do not see potential in and those that do not fit their company culture. (Palmer 2001, 196; Armstrong & Kotler, 2005, 270.)

2.1.3 Concept Development and Testing

“An attractive idea must be developed into a product concept. It is important to distinguish between a product idea, a product concept and a product image. A product idea is an idea for a possible product that the company can see itself offering to the market. A product concept is a detailed version of the idea stated in meaningful consumer terms. A product image is the way consumers perceive an actual or potential product.” (Armstrong & Kotler 2005, 270.)

Concept testing means testing new-product concepts with a group of target consumers in order to obtain reactions and find out if the concepts have a strong consumer appeal (Armstrong & Kotler 2005, 271; Palmer 2001, 196). To test the concept, consumers are given a word or a picture description, or a more concrete and physical presentation, such as a virtual reality version of the concept. After consumers have been exposed to the concept, they might be asked to react to it by answering questions. By going through the answers, companies can decide which concept has the strongest appeal. (Armstrong & Kotler 2005, 271.) To save time, some companies have put their concept testing online.

2.1.4 Marketing Strategy Development

After a company has found the concept that they want to develop further, it is time for marketing strategy development. According to Armstrong and Kotler (2005, 272), marketing strategy development stands for “designing an initial marketing strategy for a new product based on the product concept”. In the marketing strategy development, a marketing strategy statement is created. The marketing strategy statement consists of three parts. The first part describes the target market, the planned product positioning, the sales, market share and the profit goals for the first few years. The second part of the marketing strategy statement reveals the product’s planned price, distribution and marketing budget for the first year. The third and final part outlines the planned long-run sales, profit goals and the marketing mix strategy. (Armstrong & Kotler 2005, 272-273.)

2.1.5 Business Analysis

Once the company has proceeded to the stage where they have decided on the product concept and the marketing strategy, they can evaluate the business attractiveness of the proposal. The next stage in the new-product development process is called the business analysis. Business analysis is “a review of the sales, costs and profit projections for a new product to find out whether these factors satisfy the company’s objectives” (Armstrong & Kotler 2005, 273).

The proposed idea is translated into a business proposal. Companies can use the sales history of their similar types of previous products to estimate the sales of the new product. Then they estimate the minimum and the maximum sales to assess the range of risk. After they have prepared the sales estimation, they can estimate the expected costs and profits for the product. New product’s financial attractiveness is then analyzed by using the sales and costs figures. In case the attractiveness satisfies the company’s objectives, the product can

move to the next stage, which is the product development stage. (Palmer 2001, 196; Armstrong & Kotler 2005, 273.)

2.1.6 Product Development

At this point in the new-product development process, the new product concept exists only as a word description or as a drawing. When the product concept passes the test in the business analysis stage, it moves to the product development stage. In the product development stage, the product concept is developed into a physical product in order to ensure that the product idea can be turned into a workable product.

One or more physical versions of the product concept are being developed and tested. The aim is to design a prototype that can quickly be produced and will satisfy and excite consumers. One option is to use rapid prototyping, which means that a prototype is created quickly with the help of three-dimensional technology. However, developing a successful prototype can take days, weeks, months or even years. (Armstrong & Kotler 2005, 273.) Once a good prototype is created, it goes through numerous tests to make sure that it performs safely and effectively and that consumers will find value in it.

2.1.7 Test Marketing

If the product passes the functional and consumer tests, it moves to the next stage of the new-product development process. The next stage is called the test marketing. Test marketing is “the stage in the new-product development process in which the product and marketing program are tested in more realistic market settings” (Armstrong & Kotler 2005, 274). The purpose of the test marketing is to give experience about marketing the product before going to the full introduction. It gives the company a chance to test the product and its

marketing program, which consists of the positioning strategy, advertising, distribution, pricing, branding and packaging.

The amount of test marketing needed varies with each new product. Some companies can choose to do only little or not at all test marketing. This is usually if the costs of developing and introducing the new product are low, or if the management is confident enough about the new product's successfulness. For example, copies of successful competitor products are something that companies often choose not to test-market. After all, test-marketing costs can be high, and it takes time that may allow competitors to gain advantages. (Armstrong & Kotler 2005, 274.)

On the other hand, sometimes companies do a lot of test marketing. This is, for instance, when they are introducing a new product that requires a big investment. Although test-marketing costs can be high, they are often rather small when compared to the costs of making a major mistake. However, test marketing does not guarantee success. That is why new-product development is such a difficult and complicated process for companies. (Armstrong & Kotler 2005, 274.)

2.1.8 Commercialization

"Test marketing gives management the information needed to make a final decision about whether to launch the new product" (Armstrong & Kotler 2005, 275). In case the company decides to go on to the next stage, commercialization, they will face high costs. Commercialization means that the company will introduce their new product into the market.

The company makes decisions on when to launch the new product, where, to whom and how (Palmer 2001, 196). First, the company must decide the timing of introduction. Next, they must decide where to launch the new product: in a single location, a region, the national market or the international market. Small companies tend to start from cities or regions one at a time, whereas larger

companies might choose to go quickly into several regions or into the full national market. It takes a lot of capital, capacity and confidence to launch new products into full national or international markets. (Armstrong & Kotler 2005, 275.)

In the commercialization phase, companies develop a market rollout plan. Smaller companies often spread slowly from one region to another. Companies with international distribution system may introduce their new products through global rollouts. One type of global rollout is so called lead-country strategy. One large international company used to use this strategy when launching their new products. In the strategy they launched the product first in Australia, the Philippines, Hong Kong and Mexico, and then quickly rolled it out into Europe, Asia, Latin America and Africa. However, a more common way to carry out an international new product launch is in swift global assault, by expanding to many countries within a short period of time. (Armstrong & Kotler 2005, 276.)

A successful new product development program requires an organization, which is aware of changing market conditions and has structures and processes which can quickly act in response to such changes (Palmer 2001, 197).

2.1.9 New Product Development Models

In order to explain the process of new product development, several models have been created. These different models use different methods and explain the different steps that have to be taken during the new product development process. A few of these models are the Departmental Stage Model, the Activity Stage Model, the Decision Stage Model, the Conversion Model and the Response Model. (Bruins, de Jong, Dolfma & Meijaard 2003 [referred to 29.4.2012])

Departmental Stage Model

The departmental stage model views the new product development process as a series of stages that are connected to specific department within the company. Every department performs a specific task and in the end, an idea is developed into a physical product. Therefore, the process moves from one department to another until there is a new product that can be introduced in the market. For instance, the first stage of the process would be the responsibility of the company's research and development department. Next, the manufacturing department would be responsible for developing the actual product. Last, the marketing department would take care of the commercialization. (Bruins et al. 2003.)

However, separating the different new product development process stages into responsibilities of different departments might have negative outcomes. For example, if the internal communication between the different departments does not work in the best possible way, the new product development process might slow down, or the quality of the new product might get affected. Also, there is often some kind of competition between the different departments, which might hinder the effective cooperation between them. What is more, the departmental stage model cannot be used by very small companies. It is unlikely that small companies have functionally specialized departments that can contribute specific knowledge to the new product development process. (Bruins et al. 2003.)

Activity Stage Model

Activity stage model is the most widely recognized model to describe the new product development process. The NPD process that is introduced widely earlier in the chapter 2.1 is using the activity stage model. In the activity stage model, the focus is given to the actual development activities that are carried out when developing a new product. The new product development process is broken into a number of activities that are conducted one after another. There are various versions of the activity stage model. Each of them focuses on

different types of activities that vary in the amount of time and effort spent on each stage. (Bruins et al. 2003.)

The activity stage model presents the new product development as a gradual process of reducing uncertainty through a series of problem solving stages, moving through the phases of scanning and selecting into the implementation. The main advantage in the activity stage model is that it specifies the different tasks that need to be conducted. However, these tasks are performed one after another. This may lead to longer development times, communication problems and increased costs. One way to overcome these problems is to integrate the various activities and allow them to overlap with each other. (Bruins et al. 2003.)

Decision Stage Model

Decision stage model is a lot like the activity stage model. In both models, the new product development process includes a high level of communication between the different stages. However, the difference is that in the decision stage model, the focus is more on what is needed before the next step can be made. Therefore, the decision stage model explains the new product development as a series of decisions taken along the process. (Bruins et al. 2003.)

Conversion Model

The conversion model provides a view of NPD as a transformation of inputs (such as raw materials) into outputs (such as new products). The advantage of this model is that it does not look the new product development process as a logical sequence of activities, but emphasizes that the process is much more chaotic and less rational. In the conversion model, goals are formulated in the beginning of the process and the progress is evaluated based on the goals. However, companies might find the conversion model difficult to use since it has a rather unstructured nature. (Bruins et al. 2003.)

Response Model

The response model is an outside-in kind of model that accounts for the fact that companies respond to the changes in their environment. The response model gives an emphasis on stimulus from the environment that needs to be perceived and taken into consideration. The response model concentrates on getting feedback from external sources about the new idea before the initial of the new product development begins. (Bruins et al. 2003.)

The advantage of the response model is that it stresses the role of external parties as initiators of innovation. For example, after launching a new product, the company can make further adjustments in the product based on the feedback from clients or actions of suppliers and competitors. However, a disadvantage of the response model can be that it might over-emphasize the importance of external parties. (Bruins et al. 2003.)

2.1.10 Service Innovations and New Service Development

The service sector has come to dominate the economies, and people are living in increasingly service-based economies. (Palmer 2001, 1). Services make up the majority of today's economy, and service production is a dominant economic activity in most countries, irrespective of their level of development.

The service sector is growing all around the world, even in the emerging countries. It is estimated that the service sector represents over 60% of the world GDP. However, there are variations across countries, and it seems that the size of the service sector is closely related to the income level. According to Lee and Carter (2005, 249), in 2005 services were estimated to account for 38% of GDP in low-income countries, 56% in middle-income countries and 65% in high-income countries. What is more, services account for most of the growth in new jobs. (Lovelock & Wirtz 2004, 4.)

The service sector is nothing new, but today most products that we buy include some element of service in them. Activities such as accountancy, banking and hairdressing are service-based. (Palmer 2001, 2.) New services are introduced all the time to satisfy consumers' existing needs, but also to meet those needs that we did not even know we had (Lovelock & Wirtz 2004, 4).

All products deliver benefits to the customers who buy and use them. In case of goods, the benefits come from ownership of physical objects or devices. In services, however, the benefits are created through actions or performances. Therefore, it can be said that the key distinction between goods and services lies in the fact that the value from services is often derived without obtaining ownership of any tangible elements. (Lovelock & Wirtz 2004, 8-9.)

Armstrong and Kotler (2005, 223) define service as any activity or benefit that one party can offer to another that is essentially intangible and does not result in the ownership of anything.

Typically, a service product consists of a core product accompanied with a variety of additional service elements. The core product satisfies the customer's need as a basic benefit, whereas the additional elements facilitate and improve the use of the core product. (Lovelock & Wirtz 2004, 95.)

Designing new services is a challenging task that requires thinking about processes, people, experiences, outputs and benefits. In new service development, success lies in creating new approaches to service. According to Lovelock and Wirtz (2004, 116), new services can be divided into seven categories that range from major innovations to minor style changes:

1. Major service innovations: New core products for markets that have not been defined before
2. Major process innovations: Using new processes to deliver existing core products in new ways with additional benefits

3. Product-line extensions: Additions by existing firms to their current product lines in order to offer customers a greater variety of choices
4. Process-line extensions: New ways of delivering existing products in order to either offer more convenience and a different experience for existing customers or to attract new customers who find the traditional approach unappealing
5. Supplementary-service innovations: Adding new facilitating or enhancing service elements to an existing core service or significantly improving an existing supplementary service
6. Service improvements: The most common type of service innovation that includes modest changes in the performance of current products, including improvements to either the core product or existing supplementary services
7. Style changes: The simplest type of service innovation that involves no changes in processes or performances, but often highly visible style changes, such as cosmetic alternations

Palmer (2001) has studied services and their marketing. She has indentified six stages in the new service development process:

1. Getting ideas
2. Shortlisting ideas
3. Developing and testing concepts
4. Business analysis
5. Development and testing
6. Launch

The new service developments in service organizations have been investigated and it seems that there are number of differences between the development processes of goods and services. The differences are caused mainly by the intangibility, inseparability, variability and perishability. (Palmer 2001, 195.)

Getting ideas

Ideas for the new service can be generated either within the company or from external sources. Generating new ideas seems not to be a problem for most service firms. Because of the inseparability, the front-line staff has a close understanding of both service operations and customer needs. Therefore, it would seem logical that most of the new ideas came from the operating staff. However, it seems that the most common internal source of new service ideas is the marketing function, because they are on constant contact with both customers and competitors.

In addition to the internal idea generators, some ideas might come from external sources. One example of external sources is customers, as they tell openly what kind of services they want and need. Therefore, customers are a potential goldmine of information for service development. They are actually becoming more and more active and responsible in the development of new services. This shows that customers' demands and expectations have increased. (Palmer 2001, 195; Edvardsson, Edvardsson, Kristensson, Magnusson & Sundström 2010.)

Shortlisting ideas

At this stage, the service company evaluates all the generated ideas and rejects those that do not justify company's resources. Each company has their own set of idea screening practices. The screening processes of financial service firms

have been noticed to be particularly precise. This accuracy is partly due to the fact that a financial service is difficult to withdraw once it is being provided to consumers.

Because of the intangibility, services are difficult to assess. Therefore, the company image plays an important role when consumers reassure themselves about the creditability of a service provider. Due to this, as a part of the screening process, firms pay attention to how the new idea supports and boosts their company image. (Palmer 2001, 196.)

Developing and testing concepts

The service ideas that survive the shortlisting stage are translated into service concepts. Then the concepts are tested by obtaining reactions from groups of target customers. At this stage, the service positioning plays an important role. (Palmer 2001, 196.)

Business analysis

At this stage, the proposed idea is translated into a business proposal. The likelihood of success and failure, and resource requirements are analysed. Many of the factors that will determine the financial success of the proposed new service remain approximate. (Palmer 2001, 196.)

Developing and testing

At this stage, the idea is translated into an actual service that can be delivered to the customers. The tangible elements and service delivery systems have to be designed and tested well. However, testing may not always be possible and test marketing among service companies seems to be limited. One solution for

this is first introducing the new service with limited promotion in order to test that the new service works effectively. (Palmer 2001, 196.)

Launch

Finally the service company decides when, where, to whom and how they will introduce their new service into the market.

2.2 Product Life-Cycle

“So much attention is given to this concept that it would be impossible to talk about product development without referring to it”, says Irons (1997, 127) about the product life cycle concept.

After a company has launched the new product, they want the product to enjoy a long and succesful life. They do not expect the product to sell forever, but they want to earn a decent profit in order to cover all the effort and risk that they used for launching it. Each product undergoes a life cycle, with stages of growth, maturity and decline. However, the exact shape and length of the life cycle cannot be known in advance. (Irons 1997, 127; Armstrong & Kotler 2005, 277.)

Viardot (2004, 177) has summarized the product life cycle like this: “At its introduction, the product must convince the innovators and the forerunners because as soon as they buy the product and make it popular, a larger majority will be interested in the product. Sales will increase until the late majority has adopted the product and its level of sales stabilizes. Finally, the eventual decline will be accelerated by the arrival of a new product.”

According to Armstrong and Kotler (2005, 277), product life cycle (PLC) is “the course of a product’s sales and profits over its lifetime”. The product life cycle has five distinct stages, which are:

1. Product development
2. Introduction
3. Growth
4. Maturity
5. Decline

The product life cycle is a conceptual abstraction, and all products do not follow this product life cycle. Different products move through the life cycle at different paces. Some products die quickly after their introduction, whereas others might stay at the maturity stage for many years. Empirical evidence also implies a variety of life cycle modifications and mutations. For instance, some products come into the decline stage and are then cycled back into the growth stage due to strong promotion, repositioning or improvements. (Irons 1997, 127; Palmer 2001, 191; Armstrong & Kotler 2005, 278.)

The product life cycle concept can be applied by marketers as a useful outline for describing how products and markets work. The usefulness lies in the recognition that marketing activity for a product is closely related to the stage in the life cycle that a product has reached (Palmer 2001, 191).

However, it can be problematic to use the PLC concept for forecasting product performance or developing marketing strategies. For instance, it can be hard to identify which stage of the PLC the product is in. In addition, it might be complicated to recognize when the product moves into the next stage or determine the factors that affect to the product's movement through the different stages. What is more, in reality, life cycle patterns are far too variable in both shape and duration for any realistic predictions to be made. It is difficult to forecast the sales level at each stage of PLC, the length of each stage and the shape of the product life cycle curve.

Still, when used carefully, the product life cycle concept can help companies in developing good marketing strategies for different stages of the cycle. Although life cycles may be unpredictable in terms of length of time that the product remains at a particular stage, understanding that sales and profit performance of a product are likely to change over time implies a need for proactive product mix management. (Palmer 2001, 191; Armstrong & Kotler 2005, 280.)

2.2.1 Product Development Stage

Product development stage begins when a company finds and develops an idea into a new product. During this stage, sales are zero and the company's investment costs increase.

2.2.2 Introduction Stage

The introduction stage is a period that starts when the new product is launched and introduced in the market, and made available for purchase. Introduction takes time and the sales grow slowly. At this stage, profits are nonexistent or low due to the low sales and heavy expenses of the product introduction and promotion. (Armstrong & Kotler 2005, 280.)

Much money is needed to catch the attention of distributors and build their inventories. Promotion expenses are also rather high, since the company wants to inform consumers about the new product and get them to try it. The market is not generally ready for product refinements at this stage, and therefore the company and its few competitors produce very basic versions of the product. Companies focus their selling on those buyers who are most ready to try out the new product or who believe that they gain status or benefit by having it. Companies must choose a launch strategy that is consistent with the planned product positioning. (Palmer 2001, 190; Armstrong & Kotler 2005, 281.)

2.2.3 Growth Stage

If the new product satisfies the market, it will enter the growth stage. At this stage, the product has been tested and any problems have been resolved. The product is now more reliable and better available. The growth stage is a period of fast market acceptance and increasing profits as the sales start to rise quickly. (Palmer 2001, 190.)

The early adopters continue to buy the product, and later buyers also become interested in the new product and start buying it. They start to see the benefits that can be gained by using the product. Sales start to increase and that is a signal for the new competitors. New competitors come into the market, being attracted by the opportunity for profit. Competitors introduce new product features and the market expands. The number of distribution outlets increase. Prices remain the same or fall a little. Company's main goal is still to educate the market about the new product, but now they must also meet the competition. (Palmer 2001, 190; Armstrong & Kotler 2005, 281.)

During the growth stage, profits increase. This is due to the fact that the promotion costs are spread over a large volume and unit manufacturing costs fall. Company uses several strategies in order to sustain the rapid market growth as long as possible. They improve the product quality and add new product features and models. They go into new market segments and new distribution channels. They lower prices at the right time to attract new buyers. In addition, they shift some advertising from building product awareness to building product conviction and purchase. (Armstrong & Kotler 2005, 281.)

In the growth stage, companies tend to spend much money on product improvement, advertising and distribution, in order to retain the dominant position. By doing so, they lose the possibility to gain maximum profit. However, they hope to make it up in the next product life cycle stage. (Armstrong & Kotler 2005, 281.)

2.2.4 Maturity Stage

At some point, the product has achieved acceptance by its most potential buyers. Almost everyone who wants to buy the product has now done so, which is a particular problem especially for products that are bought once in a lifetime rather than as a recurrent purchase. The sales growth of a product slows down and the product moves from the growth stage into the maturity stage. This stage usually lasts longer than the previous stages, and therefore most current products are in the maturity stage. Companies face tough challenges in the maturity stage. (Palmer 2001, 190; Armstrong & Kotler 2005, 281.)

The slowdown in sales growth is a result of numerous producers with many products in the market. This overcapacity leads to greater competition. Profits level off or even decline due to the increased marketing outlays in order to defend the product against competition. Competitors start to mark down prices, increase advertising and sales promotion and enlarge their research and development budgets in order to find better versions of the current product. Some of the weakest competitors drop out from the competition. (Armstrong & Kotler 2005, 281.)

Many products in the maturity stage seem to remain unchanged. However, that is not the whole truth. Most successful companies actually work hard in order to meet the changing customer needs. Companies should not just ride along with the mature products but consider modifying the market, the product or the marketing mix. (Armstrong & Kotler 2005, 281.)

By modifying the market, the company aims to increase the consumption of the current product. They look for new users and market segments, or reposition the product to attract a larger or faster growing segment. Another option is also to think for ways to increase the usage among company's present customers. (Armstrong & Kotler 2005, 282.)

When modifying the product, the company can choose to change the characteristics of their product, such as quality, features or style. They do this in order to attract new users and increase the usage. Companies can for example

improve their product's durability, reliability, speed, taste, usefulness, safety and convenience. What is more, some companies introduce new flavors, colors, ingredients or packages in order to regenerate consumer buying. (Armstrong & Kotler 2005, 282.)

Modifying the marketing mix means that the company improves its sales by changing one or more elements in their marketing mix. They can choose to cut prices in order to attract new users and their competitors' customers. They can also choose to start using better advertising campaigns or more aggressive sales promotions. What is more, in addition to the changes in pricing and promotion, the company might want to move into larger market channels, and start using for example mass media. One more way to modify the marketing mix is to start offering new or improved services. (Armstrong & Kotler 2005, 284.)

2.2.5 Decline Stage

The sales of most products fall eventually. The decline may be slow or rapid. Sales may sink to zero, or they may drop to a low level and continue there for many years. This is the decline stage, where sales fall off and profits go down.

According to Armstrong and Kotler (2005, 285), sales can decline for many reasons. These reasons can be for instance technological advances, changes in consumer tastes or increased competition. Some companies must leave the market as their sales and profits decline. Those companies that choose to stay in the market, may need to reduce their product offerings. In order to survive, they can choose to, for example, drop smaller market segments, cut the promotion budget or reduce their prices even more.

It can be very costly for companies to carry a weak product. In addition to the obvious profit loss, there are many other, hidden costs. For instance, a weak product may take many working hours as it requires frequent price and inventory adjustments and advertising and sales force attention. This time could be spent more wisely on making healthy products more profitable. In addition, a

weak product's failing reputation can affect negatively on how customers see the company and its other products. What is more, carrying a weak product might do harm for the company's future. Keeping a weak product can cause the research for replacement products being delayed, creates an unbalanced product mix, makes harm to current profits and might weaken company's foothold on the future. (Armstrong & Kotler 2005, 285.)

Therefore, companies need to pay attention to their aging products. They need to identify their products that are in the decline stage by regularly reviewing their sales, market shares, costs and profit trends. Then they need to decide what to do with those aging products. The options are to either maintain, harvest or drop each of the declining products. (Armstrong & Kotler 2005, 285.)

Company can choose to maintain its declining product, without changing it, and hope that their competitors would leave the market. They might also decide to reposition or reformulate the product in order to hopefully being able to move it back into the growth stage. If a company chooses to harvest their aging product, it means that they reduce a range of costs and hope that their sales hold up. A successful harvesting increases company's profits in a short run. Company might also decide to drop the aging product from the line. They can either sell the product to another company or liquidate the product at a salvage value. (Armstrong & Kotler 2005, 286.)

3 METHODOLOGY

3.1 Research Methodology

3.1.1 Research Methods

According to Saunders, Lewis and Thornhill (2009), the term research stands for the action of finding out something in a systematic way and then interpreting those findings systematically. The methodology of the research explains how a certain research can be conducted. There are several methods and techniques for collecting and analyzing data. Interviews, surveys, questionnaires and case studies are examples of these methods and techniques. The methodologies can be divided into two separate categories: quantitative methods and qualitative methods.

When doing a research, one has to decide which of these data collection methods will be used, quantitative or qualitative method. One can also choose to use a mixed methods approach, which means that both quantitative and qualitative data collection methods are used.

Quantitative data refers to the information that deals with numbers and anything else measurable. Quantitative data is gathered by quantitative methods, such as using a questionnaire, and these methods generate numerical data. Quantitative data can be analyzed by using statistics, graphs, diagrams and tables. Therefore, the conclusions can be visualized and that way they are easy to understand. (Saunders, Lewis & Thornhill 2007, 145&472.)

Qualitative data collection method tries to answer questions like why and how instead of just being satisfied with questions like what, where and when. Qualitative method searches reasons that lie behind certain behaviour. Qualitative data is often collected from small and focused samples, whereas quantitative data is usually collected from extensive samples. Qualitative data collection method generates and uses non-numerical data. In addition to words,

it can also refer to, for instance, videos and pictures. The qualitative findings are verbal, and a common data collection method is an interview. (Saunders et al. 2007, 145&472.)

In this thesis, the quantitative data collection method was chosen. The data was collected by conducting two separate surveys. The populations of these surveys were not exactly large (80 and 40 persons). However, they were too large for using one-to-one interviews. Therefore, using surveys fit better for the purpose, gave a wider perspective on the topic and the questions, and saved time.

3.1.2 Data Sources

When doing a research, there are two types of data to be used: primary and secondary data. Primary data refers to all new data that is collected for a certain purpose. Primary data can be collected by using for example surveys, interviews and experiments. (Saunders et al. 2009, 256.) In this thesis, the primary data is collected by conducting two surveys about the study tour. These surveys give important information for the case company.

Secondary data stands for all the other data that is collected earlier for some other purpose. Secondary data includes for example articles, books and all other research that is already published before. Secondary data helps to understand the research subject and solve the research problem. (Saunders et al. 2009, 256.) In this thesis, the secondary data is used in the theoretical part.

3.2 Research Design

The surveys were made by using an online tool SurveyMonkey (www.surveymonkey.com). This website was chosen because the case company Studentum has used it in its previous researches and therefore the company already had the login information. SurveyMonkey was simple to use and it provided good statistics for the results.

3.3 Data Collection

Two separate surveys were made. One was designed for the study counsellors of the 40 biggest high schools in Finland. This way it was possible to find out whether or not the study counsellors were interested in the study tour and would like Studentum to visit their school. Another survey was designed for the case company's customers, who could possibly be interested in using the study tour as one of their marketing channels for the academic year 2012-2013.

The surveys were sent to the study counsellors and customers by using a program called Exact Target (www.exacttarget.com). Studentum.fi uses this program for making their newsletters, direct marketing letters and all other letters that they sent to their customers, prospect customers, members etc. The program sent out an email, which included a short introduction about the study tour and a link to the survey. Therefore, the distribution took place online. After two weeks, a reminder email was being sent. After additional two weeks, all study counsellors and customers were tried to call to. Those who could not be reached with the phone received a third email. The original emails sent through the Exact Target to the study counsellors and customers can be found in the appendices (Appendix 1 and Appendix 3).

The study tour would visit the biggest high schools in Finland. Calculations were made that the study tour would have time to visit about 40 high schools during the four or five months. Therefore, it was natural to choose the population so that it consisted of the study counsellors of these high schools.

When it came to the customers, about 80 customers out of the total 200 customers that Studentum.fi has were chosen. The customers were chosen by thinking who could be interested and would have the resources to take part in the study tour. The 80 customers were equally chosen from each school type: universities, universities of applied sciences, vocational schools, private

vocational institutes, folk high schools, cram schools, language course organizers and schools abroad.

The study counsellor survey was sent to 40 study counsellors who of nine replied. That makes a total response rate of 22,5 %.

The customer survey was sent to 80 customers who of 30 replied. That makes a total response rate of 37,5 %.

Both surveys were rather short. The study counsellor survey consisted of nine questions, as the customer survey included five questions. The original survey for the study counsellors can be found here: <https://www.surveymonkey.com/s/koulutuskiefertue>. The original survey for the customers can be found here: <https://www.surveymonkey.com/s/opiskelukiefertue>.

4 EMPIRICAL ANALYSIS OF THE RESEARCH

4.1 Research Analysis: Study Counsellors

Name and School

The survey for the study counsellors of the 40 biggest high schools in Finland started with general background questions, which were name (question 1) and the high school that the one represents (question 2). These questions were selected because I did not want any anonymous replies. This is because it was important to know which study counsellors had replied and what he/she thought about the study tour. None of the questions was personal and therefore I thought that it is fine to ask their identities.

Previous Knowledge about the Case Company

In question number three I wanted to find out whether the study counsellors already know the case company Studentum.fi. The company visits different study fairs all around Finland. I know that some study counsellors know Studentum.fi very well, mostly from the fairs, and use the web site in their daily work with the students. The question number three was: Do you have previous knowledge about Studentum.fi?

Gladly, none of the study counsellors answered that they do not know the case company Studentum.fi at all. Two of the respondents (22,2 %) chose the second alternative saying that they are not sure if they know the case company, they might have heard of it before. Majority of the study counsellors (55,6 % being five individuals) stated that they do know the company. The rest 22,2 % of respondents answered that they know Studentum.fi very well. None of the study counsellors represents a school that is a customer for Studentum.fi.

The answers indicate that the company has succeeded quite well in spreading their name, as seven out of nine study counsellors know them. Studentum.fi markets themselves mostly by their well-working and well SEO-optimized website and by attending several study fairs during each academic year.

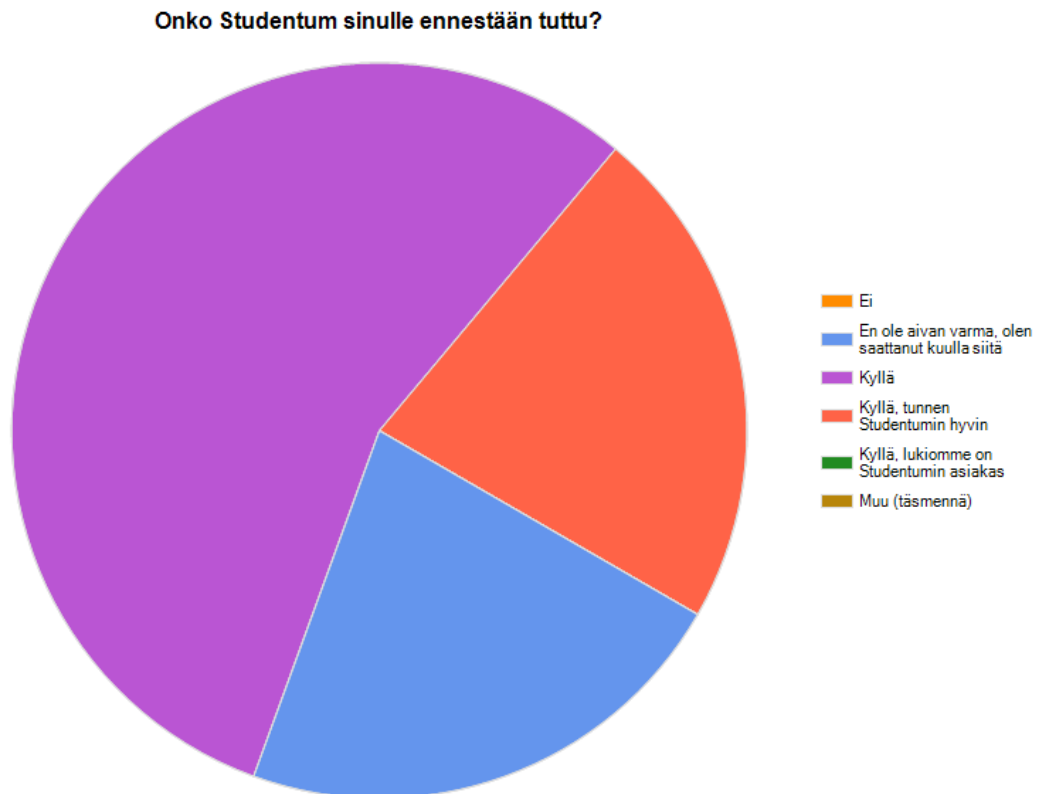


Figure 1. Previous knowledge about the case company

Opinion about the Idea of the Study Tour

In question number four I asked “How does the idea of the study tour sound to you?” In the cover letter that I sent with the survey, I gave the study counsellors a brief introduction about the case company and also explained them what the whole study tour is all about. With this question, I wanted to find out how the idea of the tour sounds to them and if they see the study tour useful.

None of the study counsellors find the study tour useless. In addition, none of them replied that they would let the tour visit their school only because it is free for them. Majority (55,6 %) of the study counsellors see that the tour would be a useful addition to the open door days of universities and their own theme day about continuing studies. What is more, one study counsellor stated that they do not organize any theme day about continuing studies and therefore the tour would be useful for their high school.

Three of the study counsellors (33,3 %) chose the option "Other". One of them replied that he could not find the right answer from the alternatives. Therefore, I do not know if he had positive or negative thoughts about the study tour. One of the study counsellors wrote that she wants us to visit their school and gave a specific date that would work well for them. One of the study counsellors replied conditionally that the tour sounds good in case Studentum.fi would tell about all the schools in Finland and not only about those schools that are their customers.

All in all, taking into consideration also the open answers, seven study counsellors out of nine replied that the tour sounds like a good idea and they would like the tour to visit their high school. Only one study counsellor was a bit unsure about the tour and one left his answer so open that his opinion did not clear to me.

This is a very good result and indicates that there is a demand for the study tour and interest towards it.



Figure 2. Opinion about the idea of the study tour

Study Fairs and School's Present Activity

I know that many high schools organize theme days about continuing studies. They invite representatives from different schools to come and tell about the different alternatives to do after high school. It is also common that high schools organize field trips to the local study fairs and this way gain information about all the different study options there are. Therefore, I wanted to see how active these specific high schools are on taking their students to study fairs. In addition, I wanted to find out what kind of feedback the study counsellors get from their students concerning the study fairs.

The question number five was an open question: "Do you take your students to study fairs? How many fairs per year? Which fairs?" The next question, number six, was about the feedback: "What kind of feedback do you get from your

students concerning the study fairs? Do they feel that they get enough information about the different possibilities of continuing studies? If not, what topics they would need more information about?”

Seven study counsellors out of nine replied that they take their students to study fairs. Study fair called Studia was mentioned in several replies. Studia is the biggest educational study fair in Finland, and it is organized in the Helsinki exhibition centre every year in November or December. Studentum.fi takes part in Studia each year.

Two of the study counsellors replied that visiting study fairs is optional for their students. However, they strongly encourage their students to visit study fairs and believe that most of them do.

In addition to the study fairs, four study counsellors (44,4 %) stated that their students need to take part in the open door days organized by local universities and polytechnics. What is more, one study counsellor replied that their students must attend two info lectures about different fields of studies. These lectures take place in the school.

Question number six was about the feedback study counsellors get from their students about the study fairs in general. I wanted to ask this question in order to find out which topics students would want and need more information about. That way the case company will know how to better prepare for the study tour and the high school visits.

Three out of the nine study counsellors answered that they get positive feedback about the study fairs from their students and they feel that their students get all the information that they need from the fairs. One negative feedback mentioned was that some fairs cost to get in and the school cannot pay the ticket so students need to pay for the trip and the ticket themselves.

One study counsellor from the northern Finland said that the southern schools do not attend the northern study fairs and therefore their students might want more information about these schools that are located in the southern Finland.

Two study counsellors brought up a subject that students like more real, physical and concrete information about schools and less paid advertising. One study counsellor also claimed that students need information and motivating after the fairs as well, not only during them.

When it comes to the possible study tour, high schools would not need to pay anything for getting the tour to visit their school. In addition, the tour would share information about schools all over Finland so the high schools up north would gain valuable information about the southern schools, and vice versa.

Wishes about the Content and Timing of the Study Tour

Question number seven asked: "What would you want the study tour visit to include?" This question is important since the case company wants the high schools to be happy with the study tour visit and find it useful for their students. Therefore, I wanted to ask if the study counsellors have certain wishes about the tour and the content of the visit. In this question, the study counsellors could choose as many alternatives as they wanted.

Seven study counsellors out of nine (77,8 %) answered that a stand where students can visit would be good. The same amount thinks that an informative lecture about continuing studies would also be useful. 66,7 % of study counsellors would like the visit to include study guides, flyers and brochures about different schools. What is more, all nine study counsellors that replied to the survey want the visit to include students sharing their study experiences. In addition, one of them commented separately on this topic by asking if there would be students from different study fields taking part on the study tour. In his opinion, it is a very good idea.

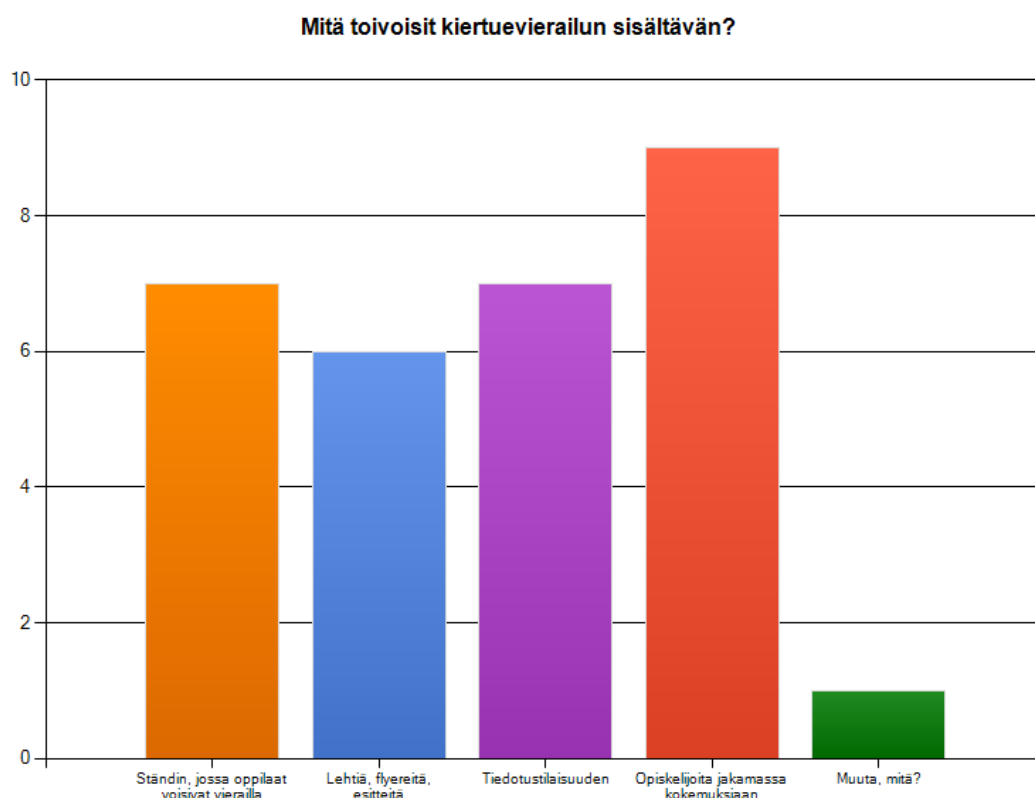


Figure 3. Wishes about the content of the study tour

Another important detail to ask about was the timing of the tour. In question eight I wanted to ask the study counsellors what they think would be a good timing for the possible study tour. This question was left open, so they could explain the timing as they wished: a certain date, week, month or just a rough estimation about the good timing.

Some of the study counsellors had not realized that the whole study tour was only at the stage of an idea. Therefore, at this point it is not sure if the tour will ever be organized. However, some answers for question eight included specific dates when they would want the study tour to visit their high school. 66,7 % of the replies suggested a timing that was during the current academic year. 22,2 % suggested a general timing like “in the end of academic year” or “in the end of January”. One study counsellor answered that the visit could be at the same time as they have their own theme day about continuing studies.

Comments and Ideas about the Study Tour

The last question, question nine, was an open, non-compulsory question. I wanted to give the study counsellors a free word and an option to write down openly if they had any comments, thoughts or ideas about the study tour.

Three individuals (33,3 %) decided to answer the last question. One of these answers was about the fact that there could be students sharing their study experiences. This study counsellor wanted to give a strong emphasis on the topic as she thought that it would be really useful to have students there.

Other two answers handled general arrangements of the study tour visit.

4.2 Research Analysis: Customers

Name and School

The survey for customers of the case company started with general background questions, which were name and the school that the one represents. In a similar way as in the study counsellor survey, these questions were selected because I did not want any anonymous replies. It was important for me to know which customers had replied and more importantly, what he/she thought about the study tour. None of the questions was personal and therefore I thought that it is fine to ask their identities. According to the answers, the account managers of the case company will know which of their customers are interested in the study tour and that way it will be easier for them to start selling the tour, in case the case company decides to launch the new product into the market.

Opinion about the Idea of the Study Tour

In question three I asked “How does the idea of the study tour sound to you?” In the cover letter that I sent with the survey, I gave the customers a brief

introduction to the study tour and what it is all about. With this question, I wanted to find out how the idea of the tour sounds to them and if they could see the study tour as a good marketing channel for their school.

Three individuals, being 10,0 % of all the customers, answered that their school does not need any additional marketing and therefore they would not take part in the study tour. However, majority of the customers (70,0 % which is 21 individuals) answered that the study tour seems like a useful way to market their school and therefore they would possibly take part in the study tour. One of the customers already saw the full potential in the tour and answered that their school would join the tour.

16,7 % of the customers, being five individuals, chose the last alternative "Other". Most of the answers indicated negative replies, meaning that these individuals did not see their school joining the study tour. They explained their answers in different ways. Two stated that the reason for them not to attend the study tour is that students in high schools are not their target group. One customer replied that they would need some additional marketing but the study tour does not seem to be a cost effective way of marketing.

All in all, this was a very good result for the case company. The result indicates that there is a demand among the customers for the study tour as a new marketing channel.

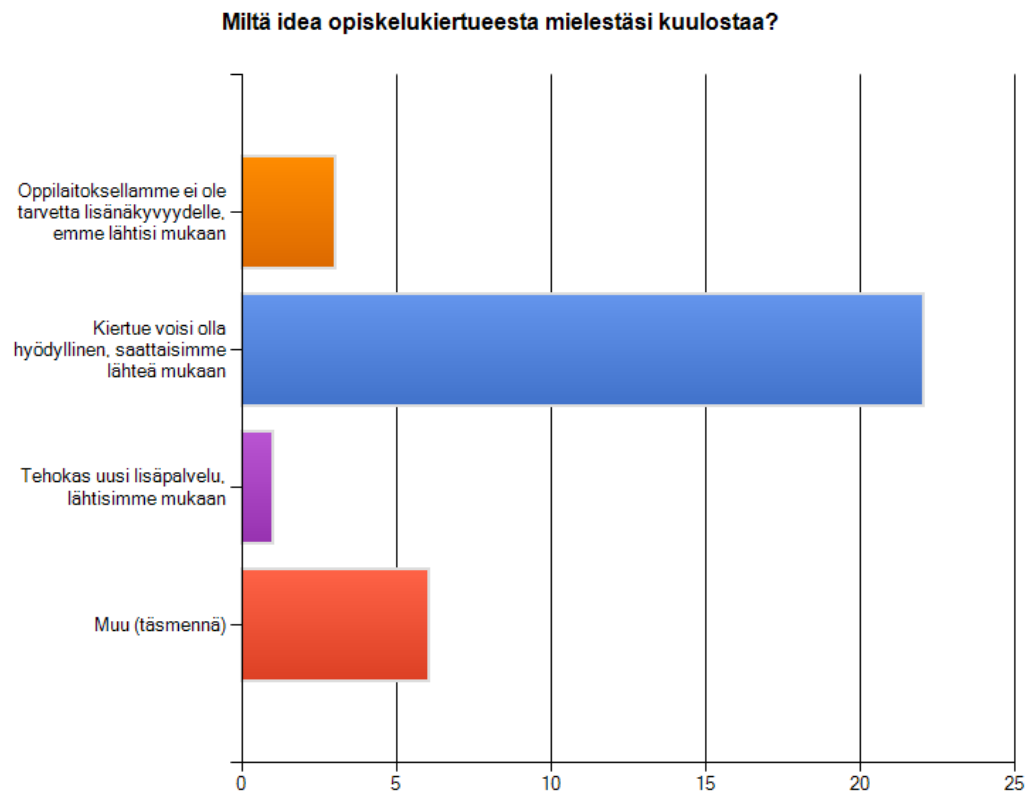


Figure 4: Opinion about the idea of the study tour

Wishes about the Content of the Study Tour

In question four I asked: “What would you want the study tour visit to include?” It would be extremely important for the case company that their customers who join the study tour would find the tour as a useful marketing method. Therefore, I wanted to ask if the customers have certain wishes about the tour and the content of the visits. In this question, customers could choose as many alternatives as they wanted.

Strong majority of the customers, 80,0 % being 24 individuals, want the study tour visits to include a stand where the students could visit and get information about different schools. The second popular answer with 63,3 % was that study guides, flyers and brochures would be given out. Nearly half of the customers

(46,7 %) wishes that in addition to the stand and the flyers etc, the visit would also have an informative lecture about continuing studies.

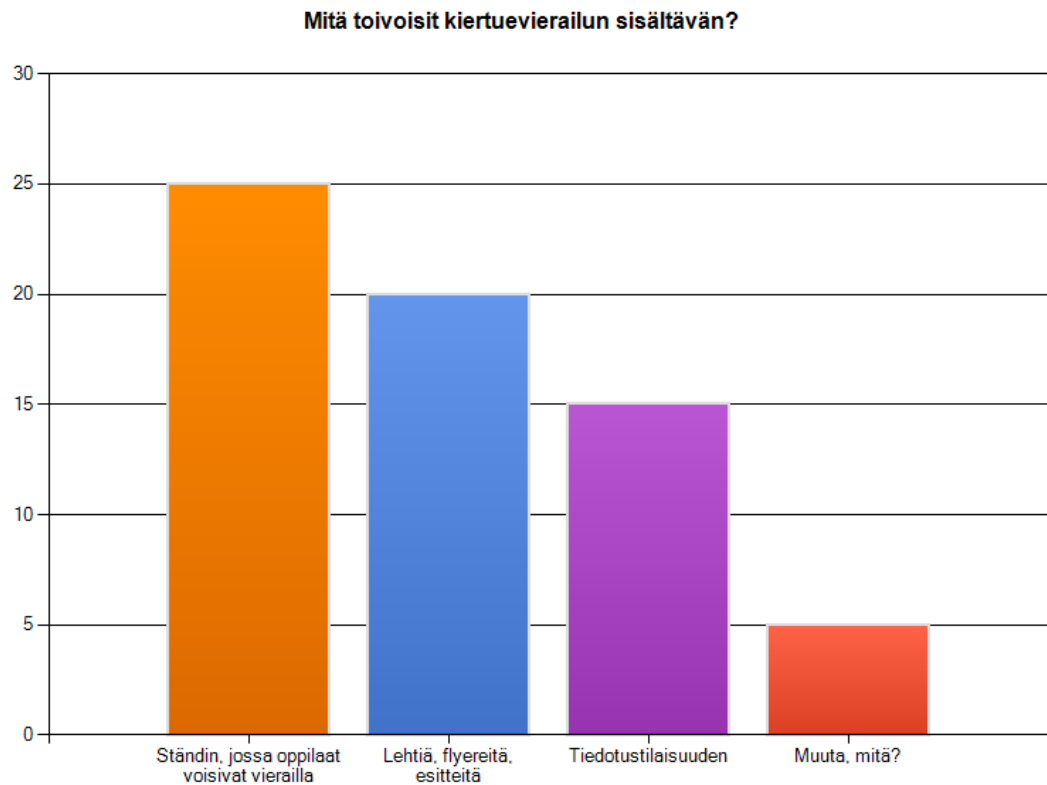


Figure 5. Wishes about the content of the study tour

Comments and Ideas about the Study Tour

The last question, question five, was an open, non-compulsory question. I wanted to give the customers a free word and an option to write down openly if they had any comments, thoughts or ideas about the study tour.

Out of 30 repliers, 12 (40,0 %) chose to answer the last, optional question. The answers included for example following questions, comments, concerns and ideas:

- It would depend on the geographical area where the study tour would visit. Our school does not have a need to market further than max 100 kilometres from our location.
- We would want to market only those educations where we normally have applicants from all over the country.
- In addition to the case company's staff, there could, if possible, also be students to tell about their own studies.
- How is the study tour organized in Sweden, in general?
- We cannot take many more students than what we so far have had. Therefore, the study tour would be a bit too massive and expensive way for us to find new students.
- Timing, locations (cities), expenses, implementation?
- Is the study tour going to visit only high schools? What about vocational schools?
- We are interested in the geographical route plan and the price of your tour.
- For folk high schools, it would be very useful and helpful to market their educations in an interesting, encouraging and motivating way.

5 CONCLUSION OF THE STUDY

5.1 Research Findings

The objective of this thesis was to research the theory behind the new product development process. The different stages of the process are explained carefully. In addition, other new product development process models are introduced and the product life-cycle is studied.

The research was conducted for the case company Studentum.fi to help them with their new product development process. Based on the findings of the research, the case company Studentum.fi will choose if they will bring their new product, a study tour, into the market.

In the beginning of the research project, three research questions were created in order to narrow down the subject and focus on right issues. These research questions were:

1. What stages are there in the new product development process and which of these stages can be applied in the new product development process of the case company?
2. Do the study counsellors of the biggest high schools in Finland and the customers of the case company find the study tour interesting? Why or why not?
3. Will I recommend the case company to bring the new product, i.e. the study tour, into the market?

In the following chapters, the research questions are answered and all the findings are brought together.

5.1.1 New Product Development Process of the Case Company

There are several different models that can be used in the new product development process. These different models use different methods and explain the different steps that have to be taken during the new product development process. Examples of these models are the Departmental Stage Model, the Activity Stage Model, the Decision Stage Model, the Conversion Model and the Response Model. (Bruins, de Jong, Dolfsma & Meijaard 2003.)

The activity stage model is the most widely recognized model used to describe the new product development process. The NPD process that is introduced widely in the chapter 2.1 is using the activity stage model.

In the activity stage model, the focus is given to the actual development activities that are carried out when developing a new product. The new product development process is broken into a number of activities that are conducted one after another. There are various versions of the activity stage model. Each of them focuses on different types of activities that vary in the amount of time and effort spent on each stage. (Bruins et al. 2003.)

The new product development process presented in chapter 2.1 consists of eight major steps: Idea generation, Idea screening, Concept development and testing, Marketing strategy development, Business analysis, Product development, Test marketing and Commercialization.

When it comes to the new product development process of the case company, not all of these eight steps are necessary. The case company already has a clear idea about the new product. This product is a nation wide study tour. A similar kind of product has been on the Swedish market for over ten years and has been successful there. Therefore, the case company can skip the first and the second step of the new product development process. They do not need to generate several ideas and then spot the best ones since they already know which product they want to bring into the Finnish market.

The third step in the new product development process is the concept development and testing. An attractive idea must be developed into a product concept. A product concept is a detailed version of the idea stated in meaningful consumer terms. Concept testing means testing new-product concepts with a group of target consumers in order to obtain reactions and find out if the concept have a strong consumer appeal. (Armstrong & Kotler 2005, 270-271; Palmer 2001, 196.)

For the case company, the concept development means that they familiarize themselves with the Swedish study tour. They carefully research the tour and find out what works well and what things could be done differently. They take into consideration the little differences between Sweden and Finland, and develop the study tour to be more suitable for the Finnish market. What is more, they study the budget of the Swedish study tour and make calculations about the expenses in Finland.

A new product needs to be profitable. Therefore, the case company must think how they will make the study tour profitable. Taking into consideration the expenses, they need to calculate how many paying customers they need for the study tour and how much each customer would need to pay.

A nation wide study tour cannot be tested in a similar way as other, more physical products. In this case, surveys were sent to the potential customers and the study counsellors of high schools. These surveys can be found in the appendix 2 and appendix 4, and the survey questions and results can be found in chapters 4.1 and 4.2. With these surveys, I wanted to find out what the customers and the study counsellors think about the possible study tour and if they find it interesting. The customers, which are different schools around Finland, would use the study tour as a marketing channel. In addition, the study tour would give high school students important information about continuing studies and help them to find the best possible education for them.

The fourth step in the new product development process is the development of marketing strategy. In the market strategy development, a marketing strategy

statement is created. The marketing strategy statement consists of three parts. The first part describes the target market, the planned product positioning, the sales, market share and the profit goals for the first few years. The second part of the marketing strategy statement reveals the product's planned price, distribution and marketing budget for the first year. The third and final part outlines the planned long-run sales, profit goals and the marketing mix strategy. (Armstrong & Kotler 2005, 272-273.)

For the case company, some of the things mentioned in this step are actually already thought and calculated in the previous step. Also, some of the things mentioned here are unnecessary for the case company at this point. One of the unnecessary things is the plan for the long-run sales. The study tour would be organized for the first time during the academic year 2012-2013. In case the first study tour turns out to be successful, the case company will make it an annual event. However, the expenses and revenues are counted only for the first year, and the possible profit would be seen right away after the study tour ends. The second study tour would be a completely separate product, and the expenses and profits would not be calculated together with the expenses and profits from the previous year. Therefore, at this point, the case company concentrates only on the first study tour and they do not need to think about the long-run sales and profits.

However, what the case company will do during this step is that they concentrate on the target market. They make research about the biggest high schools in Finland and calculate how many high schools they could visit during the study tour. What is more, they make a list of all the study fairs and army barracks they would visit. Then, they start creating the actual route. They plan the route the best possible way so that number of kilometers and nights stayed in hotels are minimized. In addition, when knowing the expenses for driving, accommodation and working hours, the case company can finalize the budget plan.

The fifth stage in the new product development process is the business analysis. Companies estimate the minimum and the maximum sales to assess

the range of risk. After they have prepared the sales estimation, they can estimate the expected costs and profits for the product (Palmer 2001, 196; Armstrong & Kotler 2005, 273.)

As mentioned in chapter 2.1, many of the steps in the new product development process are compressed, so in practice their timing overlaps with the other steps. This is also the case here, as the sales estimation, expected costs and profits are calculated already in the previous step. Therefore, the case company can now focus on making the big decision. Based on the results and feedback they have gotten from the surveys, and taking into consideration the expected costs and profits, the case company can decide whether to bring the new product into the Finnish market. In case they choose to launch the new product, they can move forward in the new product development process.

The next two steps are the product development and the test marketing. In the product development step, the case company can finalize the planning of the study tour. They contact the organizers of the study fairs and make agreements about taking part in the fairs. They contact the army barracks and negotiate dates when the study tour will visit them. They also contact the study counsellors of the biggest high schools again and suggest visiting times for them. In case the suggested date is not good for a certain high school, they negotiate a new date and make changes in the route plan.

What is more, the case company must hire two employees for the study tour. They put up announcements to various web sites and interview possible candidates. Eventually they choose the best two candidates, who will be the ones who execute the study tour by driving around the country and representing the case company and its customers.

In addition, the case company will need to prepare marketing material and think how they will sell the tour for their customers. They will design a logo and different marketing documents, such as posters, flyers and a roll-up.

Since the study tour is not a physical product, the case company can skip the test-marketing step and go straight to the eight and last step in the new product development process: commercialization.

Commercialization means introducing a new product into the market. For the case company it means that they will start selling the new product for their customers. They start by sending their customers an email, where they tell about the new exciting product and attach a marketing document. If they do not get responses, they continue the selling process by calling their customers individually. As a marketing tool, they can use the fact that only a limited number of customers can take part in the study tour and therefore the customers must make up their minds fast.

The study tour would start in October 2012 and last for four months. Before the tour, the two selected employees would be trained and prepared well for the job so that they could represent the case company and its customers well.

5.1.2 Interest towards the Study Tour

Two separate surveys were conducted in order to find out what the population thinks about the study tour. One survey was sent to the study counsellors of 40 biggest high schools in Finland. Another survey was sent to 80 customers of the case company.

None of the study counsellors find the study tour useless. In addition, none of them replied that they would let the tour visit their school only because it is free for them. Majority of the study counsellors (55,6 %) see that the tour would be a useful addition to the open door days of universities and their own theme day about continuing studies. What is more, one study counsellor stated that they do not organize any theme day about continuing studies and therefore the tour would be useful for their high school.

Three study counsellors (33,3 %) chose the option "Other". One of them replied that he could not find the right answer from the alternatives. Therefore, I do not know if he had positive or negative thoughts about the study tour. One of the study counsellors wrote that she want us to visit their school and gave a specific date, which would work well for them. One of the study counsellors replied conditionally that the tour sounds good in case Studentum.fi would tell about all the schools in Finland and not only about those schools that are their customers.

Overall, taking into consideration all answers, seven study counsellors out of nine replied that the tour sounds like a good idea and they would like the tour to visit their high school. Only one study counsellor was a bit unsure about the tour and one left his answer so open that his opinion did not clear to me. This is a very good result and indicates that there is a demand for the study tour.

The feedback was very positive also when it comes to the customers. Strong majority of the customers (70,0 %) answered that the study tour seems like a useful way to market their school and therefore they would possibly take part in the study tour. One of the customers already saw the full potential in the tour and answered that their school would definitely join the tour.

Three individuals, being 10,0 % of all the customers, answered that their school does not need any additional marketing and therefore they would not take part in the study tour.

16,7 % of the customers, being five individuals, chose the last alternative "Other". Most of the answers indicated negative replies, meaning that these individuals would not see their schools joining the study tour. They explained their answers in different ways. Two stated that the reason for them not to attend the study tour is that students in high schools are not their target group.

This is an excellent result for the case company. The result indicates that there is a demand and interest among the customers for the study tour as a new marketing channel.

5.1.3 My Recommendation for the Case Company

According to the results from the surveys, there is high interest towards the study tour, among both study counsellors and customers. Study counsellors see the study tour as a useful way for telling their students about the different study alternatives. At the same time, customers see the study tour as an effective way of marketing their school and educations.

According to the research, planning and calculations that I have made, the case company would make good profit out of the study tour. In addition to the economical profit, the nation wide study tour would also strengthen the case company's name and brand. The tour would reach tens of thousands of people who are searching for education, and that way the case company's name would definitely become more known.

Taking into consideration the positive feedback from both study counsellors and customer, and the expected profit and growing brand awareness, I do recommend that the case company should bring their new product into the Finnish market.

Even if the profit turns out to be lower than expected, the result will still be positive. The case company could see the first study tour as an experiment, and then see afterwards what went well and what could have gone better. Then they can decide if they want to continue with the study tour also next year and possibly in the following years.

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Appendix 1. Cover Letter for the Study Counsellors

Opiskelukiertue **Studentum.fi**
Etkö saa avattua uutiskirjetä? [Klikkaa täältä](#) päästäksesi tekstiversioon.

Studentum.fi
Löydä koulutuksen

Kartoitus mielenkiinnostanne opiskelukiertuetta kohtaan



Hei,

Nimeni on Maija Salminen ja työskentelen Studentum.fi:n informaatio-osastolla. Studentum on Suomen ja Pohjoismaiden suosituin hakupalvelu peruskoulun jälkeisille opinnoille. Studentum.fi haluaa auttaa lukiolaisia ja muita opiskelupaikkaa etsiviä löytämään oman koulutuksensa. Tämä onnistuu kertomalla nuorille eri jatkokoulutusmahdollisuuksista ja motivoimalla heitä jatkamaan opiskelua.

Studentum aloitti toimintansa vuonna 2001 ja Suomessa [Studentum.fi](#) on toiminut vuodesta 2009 lähtien. Ruotsissa Studentum on jo 9 vuoden ajan järjestänyt kahdesti vuodessa Studiastartsumén. Se on kiertue, jonka aikana vieraillaan suurimmilla koulutusmessuilla sekä monissa lukioissa ympäri maan. Lukiovierailut ovat olleet hyvin pidettyjä niin opiskelijoiden kuin koulun henkilökunnankin keskuudessa.

Nyt olemme ajatelleet järjestää vastaavanlaisen kiertueen myös Suomessa. Lukioden ja koulutusmessujen lisäksi vierailisimme suurimmilla kasarmeilla.

Vierailun aikana kertoisimme opiskelijoille eri oppilaitosvaihtoehtoista (yliopistot, ammattikorkeakoulut, ammatilliset oppilaitokset sekä kansanopistot) ja esittelisimme Studentumin hakupalvelua tietokoneittemme. Tarjolla olisi myös eri alojen oppilaitosten esitteitä. Lukion niin halutessa, voisimme myös järjestää tiedotustilaisuuden koulun juhlasalissa lukion jälkeisiin opintoihin liittyen.

Tavoittaaksemme mahdollisimman monta opiskelijaa, toivoisimme voivamme pitää ständiä keskeisellä paikalla esimerkiksi ruokalan läheisyydessä tai aulassa. **Vierailu olisi lukiolle täysin maksuton.**

Haluankin nyt kartoittaa Suomen lukioden kiinnostusta opiskelukiertuetta kohtaan. **Olisiko teidän lukioillanne kiinnostusta vastaanottaa ennalta sovittuna ajankohtana Studentumin edustajat koululienne?**

Toivoisin, että vastaisit muutamaan kysymykseen kiertueeseen liittyen. Vastaaminen vie vain pari minuuttia.

► [Kyselyyn pääset tästä.](#)

Vastaan mielelläni mahdollisiin kysymyksiisi kiertueeseen liittyen.

Kiitos ajastasi!

Yhteystyöterveisin,



Maija Salminen
Studentum.fi
maija.salminen@studentum.fi
09-85671552

Studentum Oy
Iso Roobertinkatu 21
00120 Helsinki

Kunnioitamme yksityiselämäsiä
klikkaa täältä poistuaksesi rekisteristä

Appendix 2. The Study Tour Survey for Study Counsellors (FIN)

Kysely opinto-ohjaajille

1. Nimesi?
2. Mitä lukiota edustat?
3. Onko Studentum sinulle ennestään tuttu?
 - Ei
 - En ole aivan varma, olen saattanut kuulla siitä
 - Kyllä
 - Kyllä, tunnen Studentumin hyvin
 - Kyllä, lukiomme on Studentumin asiakas
 - Muu (täsmennä)
4. Miltä idea opiskelukiertueesta mielestäsi kuulostaa?
 - Lukiomme oma jatkokoulutusteemapäivä on mielestäni riittävä, eikä Studentumin kiertueelle siten ole tarvetta
 - En näe kiertuetta tarpeellisena, mutta sen ollessa ilmainen voisi kiertue vierailla lukiossamme
 - Kiertue olisi hyödyllinen lisä lukiomme omalle teemapäivälle ja korkeakoulujen avointen ovien päivälle
 - Oma lukiomme ei järjestä mitään teemapäivää, joten kiertue olisi tarpeellinen
 - Muu (täsmennä)
5. Viettekö opiskelijoitanne koulutusmessuille? Kuinka monille messuille? Mille messuille?
6. Minkälaista palautetta saatte opiskelijoilta messuista? Saavatko he messuilta tarpeeksi tietoa jatkokoulutusmahdollisuuksista? Mikäli eivät, mitä tietoa he jäävät kaipaamaan?
7. Mitä toivoisit kiertuevierailun sisältävän?
 - Ständin, jossa oppilaat voisivat vierailla
 - Lehtiä, flyereitä, esitteitä
 - Tiedotustilaisuuden
 - Opiskelijoita jakamassa kokemuksiaan
 - Muuta, mitä?

8. Mikä olisi mielestäsi hyvä ajankohta mahdolliselle kiertueelle?
9. Kommentteja, mietteitä tai ideoita kiertueeseen liittyen?

Appendix 3. The Study Tour Survey for Study Counsellors (ENG)

Survey for the study counsellors

1. Name?
2. Which high school do you represent?
3. Do you have previous knowledge about Studentum.fi?
 - No
 - I am not sure, I might have heard of it
 - Yes
 - Yes, I know Studentum.fi very well
 - Yes, our high school is a customer of Studentum.fi
 - Other (please specify)
4. How does the idea of the study tour sound to you?
 - I find our own theme day about continuing studies sufficient and therefore I do not see the study tour being useful to us
 - I do not think that the study tour is useful. However, as it would be free to us, the tour could visit our high school
 - I find the study tour a useful addition to our own theme day and the open door days of universities
 - We do not organize any kind of theme day about continuing studies and therefore the study tour would be useful
 - Other (please specify)
5. Do you take your students to study fairs? How many fairs per year? Which fairs?
6. What kind of feedback do you get from your students concerning the study fairs? Do they feel that they get enough information about the different possibilities of continuing studies? If not, what topics they would need more information about?
7. What would you want the study tour visit to include?
 - A stand where students can visit
 - Study guides, flyers, brochures
 - An informative lecture


- Students to share their experiences
- Other, what?

8. What would be a good timing for the possible study tour?


9. Comments, thoughts and ideas about the study tour?

Appendix 4. Cover Letter for the Customers

Opiskelukiertue Studentum.fi
 Etkö saa avattua uutiskirjetä? [Klikkaa täältä](#) päästäksesi tekstiversioon.



Kartoitus mielenkiinnostanne opiskelukiertuetta kohtaan



Hei,

Nimeni on Maija Salminen ja työskentelen Studentum.fi:n informaatio-osastolla. **Studentum Suomen ajatuksena on järjestää opiskelukiertue Suomessa ensimmäistä kertaa vuoden 2012 syksyllä / 2013 keväällä.** Kiertueella vierailisimme lukioissa, koulutusmessuilla ja suurimmilla kasarmeilla.

Studentum Ruotsi on jo 9 vuoden ajan järjestänyt kahdesti vuodessa Studiestartturnén, jossa Studentumin kaksi työntekijää vieraillee suurimmilla koulutusmessuilla sekä monissa lukioissa ympäri maan tuoden kiertueella mukana olevat yhteistyökoulut nuorten tietoisuuteen. Lukiovierailut ovat olleet hyvin pidettyjä niin opiskelijoiden kuin koulun henkilökunnankin keskuudessa, antaen molemmille kohderyhmille mahdollisuuden saada helposti lisätietoa mukana olevista kouluista ja niiden opiskelutarjonnasta.

Tavoitteenani onkin nyt kartoittaa asiakkaidemme kiinnostusta opiskelukiertuetta kohtaan. **Olisiko teidän oppilaitoksellanne kiinnostusta osallistua laajalle, koko Suomen kattavalle opiskelukiertueelle?** Kiertueen avulla tavoittaisitte opiskelupaikkaa etsivät nuoret ympäri Suomea kasvatusten Studentumin työntekijöiden kautta.

Toivoisin, että vastaisit muutamaan kysymykseen kiertueeseen liittyen. Vastaaminen vie vain pari minuuttia.


► [Kyselyyn pääset tästä.](#)

Vierailun aikana Studentumin työntekijät kertoisivat opiskelijoille eri oppilaitosvaihtoehdoista (oppilaitoksista, jotka ovat ostaneet yhteistyökumppanuuden kiertueelle) ja esittelisivät Studentumin hakupalvelua. Lukion niin halutessa, voisimme myös järjestää tiedotustilaisuuden koulun juhlasalissa lukion jälkeisiin opintoihin liittyen. Tavoittaaksemme mahdollisimman monta opiskelijaa, pyrkisimme pitämään standimme keskeisellä paikalla koulussa. Vierailu olisi lukioille maksuton.


Jotta työntekijämme pystyisivät mahdollisimman kattavasti kertomaan yhteistyökouluista, voisi kiertueelle osallistua **maksimissaan 20 oppilaitosta, joiden koulutustarjontaa korostettaisiin esittein ja erilaisin mainoksin.** Ajatuksena olisi, että kiertueella olisi mukana muutama koulu kustakin koulutustyyppistä eli esimerkiksi muutama yliopisto, ammattikorkeakoulu, ammatillinen oppilaitos, kansanopisto sekä kielimatkojen / ulkomaan opintojen järjestäjä.

Vastaan mielelläni mahdollisiin kysymyksiisi kiertueeseen liittyen.
 Kiitos ajastasi!

Yhteystyöterveisin,




Maija Salminen
 Studentum.fi
maija.salminen@studentum.fi
 09-85671552



Studentum Oy
 Iso Roobertinkatu 21
 00120 Helsinki

Kunnioitamme yksityiselämäsiä
 klikkaa täältä poistuaksesi rekisteristä



Appendix 5. The Study Tour Survey for Customers (FIN)

Kysely asiakkaille

6. Nimesi?
7. Mitä oppilaitosta edustat?
8. Miltä idea opiskelukiertueesta mielestäsi kuulostaa?
 - Oppilaitoksellamme ei ole tarvetta lisänäkyvyydelle, emme lähtisi mukaan
 - Kiertue voisi olla hyödyllinen, saattaisimme lähteä mukaan
 - Tehokas uusi lisäpalvelu, lähtisimme mukaan
 - Muu (täsmennä)
9. Mitä toivoisit kiertuevierailun sisältävän?
 - Ständin, jossa oppilaat voisivat vierailla
 - Lehtiä, flyereitä, esitteitä
 - Tiedotustilaisuuden
 - Muuta, mitä?
5. Kommentteja, mietteitä tai ideoita kiertueeseen liittyen?

Appendix 6. The Study Tour Survey for Customers (ENG)

Survey for customers

1. Name?
2. Which school do you represent?
3. How does the idea of the study tour sound to you?
 - Our school does not need any additional marketing, and therefore we would not join the study tour
 - The study tour could be a useful marketing method, we might join the tour
 - The study tour is an effective new extra service for marketing, we would join the tour
 - Other (please specify)
4. What would you want the study tour visit to include?
 - A stand where students can visit
 - Study guides, flyers, brochures
 - An informative lecture
 - Other, what?
5. Comments, thoughts or ideas about the study tour?